**Track 1**

**Unit 1, page 4, exercise 3**

Radio presenter: Good morning folks. I’m your host, Molly Brown and welcome to *The Best Breakfast*. Today, we’re talking about style. Our reporter Ken Brown is out on the high street to interview people about the latest fashion trends. Over to you, Ken.

Ken: Thanks, Molly. Hi, excuse me, what’s your name?

Steven: Steven.

Ken: Can I ask you some questions about your style, Steven?

Steven: Sure.

Ken: How would you describe your style?

Steven: I’d say it’s quite bohemian. I wear a lot of things that are handcrafted. And I prefer clothes that are second-hand or unusual.

Ken: And where do you usually shop for clothes?

Steven: Hmm, I don’t usually buy things that are new or trendy. I like to buy things in vintage or environmentally friendly shops. Things that are a bit different.

Ken: Thanks Steven, we like your style. Hi, excuse me, what’s your name?

Claudia: My name’s Claudia.

Ken: Your outfit is awesome; you’re so trendy! How would you describe your style, Claudia?

Claudia: My style is kind of streetwear, I guess. I usually wear baggy jeans and leather jackets. Oh, and my beanie hat. I never leave home without it!

Ken: Thanks Claudia, we love your style. Hi, excuse me, what’s your name?

Brock: Who, me? My name’s Brock.

Ken: Can you describe your style for us, Brock?

Brock: My style? Err… casual I suppose. I like plain T-shirts and jeans. I don’t like clothes that are too tight or complicated. I also don’t like anything edgy like skinny jeans and I never wear anything vintage. Nowadays, some people even buy second-hand clothes! Can you imagine? Urgh.

Ken: So, where do you buy your clothes Brock?

Brock: Hmm. I’m not sure. My mother buys all of my clothes.

Ken: OK! Right, well that’s all we have time for folks. Tune in next week…

**Track 2**

**Unit 1, page 4, exercise 4**

(Repeat previous track)

**Track 3**

**Unit 1, page 6, exercise 1**

Frank: OK, we have to organise the World Education Day festival for January the 24th. Martine, you have some ideas, don’t you?

Martine: Yes, I do. I think the students should wear special T-shirts and beanie hats. Not new ones or expensive graphic T-shirts, of course. We can buy cheap T-shirts in second-hand shops in town. Then we can paint words on them.

Frank: I think that’s a great idea. Can you organise it?

Martine: Sorry, I can’t. I’m helping my brother with his history project this weekend.

Frank: Oh right. I guess I’ll do it then. Sara, you have some ideas too, don’t you?

Sara: Yes, I do. I think we should invite somebody famous to speak at the festival.

Frank: Like an actor or a chef?

Sara: No, somebody who knows a lot about education, like a writer or a scientist.

Frank: Good idea! Can you organise it?

Sara: Umm, no, I can’t. I’m visiting my cousins in France next week.

Frank: Right. I’ll do it. Dan, what about you?

Dan: I have some ideas! I think we should have a special lunch for all of the students at school. We could have pizza slices and hamburgers. I hate hamburgers, but most people like them.

Frank: OK, can you organise it?

Dan: Oh no, I can’t. I’m going to my grandma’s birthday party on the 24th. I won’t be here.

Frank: I guess I’ll do that, too. Ollie, you have some ideas, don’t you?

Ollie: Oh yes. I think we should have a party in the evening, with a DJ and good music. We could even sell tickets for £15 and give the money to charity.

Frank: That’s an excellent idea! But maybe the tickets could be cheaper, like £10. Can you organise it and help out with the tickets?

Ollie: Oh, I’m afraid I can’t. I’m playing in a football match that evening.

Frank: Fine. So, nobody is helping me organise the festival? Thanks a lot, guys!

**Track 4**

**Unit 1, page 6, exercise 2**

(Repeat previous track)

**Track 5**

**Unit 1, page 8, exercise 2**

(Reading)

**Teen Time**

At **Teen Time,** we think it’s important for teenagers to speak their minds. Post your comments about anything you want to talk about, from study to fashion, and start a conversation.

**The right to wear what you like**

I’ve just started a new school and I love it! The students here dress so differently and you can see the influence of a lot of subcultures. I’ve always loved clothes and I’m inspired by a lot of styles, like streetwear, retro and even a bit of boho.

Sometimes, I like to wear clothes with exotic patterns and flowy fabrics. On other days, I prefer to wear ripped jeans, hoodies and trendy T-shirts. I also like to shop in vintage

shops and buy unusual, second-hand items. In my old school, everybody wore casual clothes like plain T-shirts and baggy jeans. It wasn’t acceptable to dress differently and the popular kids made other students feel inferior. The important thing is that now I can dress exactly how I want and can express my personality without rejection. I think everybody should be able to do the same thing in every school all over the world.

**Gemma, 14**

**New year, new interest**

This year, I’ve found a new interest. Food! Not just dishes from my country but food from all around the world. My mother enrolled me on a cooking course at the beginning of the school year as a surprise. She loves cooking and has inspired me, too. I think that it’s so interesting to learn about traditions and try different ingredients from all over the world. I cook all the time now, for my family and my friends. At first, my friends didn’t want to try my food. They preferred more ‘mainstream’ dishes.

That has changed though. Now, they ask me to cook for them all the time. I’m going to organise an international food festival in my school. I might even get my friends to take part!

**Tristan, 15**

**Track 6**

**Unit 2, page 12, exercise 2**

**Conversation 1**

Mum: Have you got a birthday present for Grandad yet?

Son: Yes! I’ve found the perfect present. How old is he going to be?

Mum: He’s 89 this year. Next year he’ll be…

Son: 90 years old! Wow! What time does the party start?

Mum: At eight thirty, so don’t be late. And don’t forget to wear a new shirt. We’re meeting at a restaurant so don’t wear that flannel shirt you always wear!

Son: Yes, Mum, I know. So, about the present. It’s perfect but it costs £30, can I borrow some money?

Mum: OK… here you are. Oh, and buy some balloons to decorate the room. We can put them up before he gets there.

**Conversation 2**

Girl 1: Rachel! What a surprise. What are you doing here?

Girl 2: I’m shopping for a present. It’s my parent’s wedding anniversary this week.

Girl 1: Really? What have you found?

Girl 2: Well, I thought about buying them juggling balls. And then I saw these beautiful masks!

Girl 1: Err yes, very… um… interesting.

Girl 2: I know, aren’t they? Well, I have to go. The party starts at half past nine and I need to buy my headdress.

Girl 1: Your what?

Girl 2: Oh, the theme of the party is ‘carnival’ so everybody has to wear a costume. We’ve even decorated the house. You wouldn’t recognise it!

Girl 1: Oh! How unusual! Enjoy!

**Conversation 3**

Girl: Oh, I can’t wait for the Halloween party, can you?

Boy: No! I’ve already got my costume! Is it going to be in the park, like last year?

Girl: No, it isn’t. And we can’t have it in the cafeteria because the chairs are fixed to the floor. It’s going to be in the sports hall.

Boy: Great. What time does it start?

Girl: It starts at half past seven.

Boy: OK. What about decorations?

Girl: Oh, everybody’s bringing spooky things and making posters to put up on the walls. Shall we make something, too?

Boy: Good idea!

**Track 7**

**Unit 2, page 12, exercise 3**

(Repeat previous track)

**Track 8**

**Unit 2, page 14, exercise 2**

Interviewer: Katie O‘Brien is a sixteen-year-old student from London and she is here today to tell us all about her blog, *Time to Celebrate*. Katie, tell us more.

Katie: Well, I love planning parties, and I have four or five a year. I have a birthday party, an Easter party, summer party, Halloween, Christmas and New Year parties... So, I decided to start a blog. I’m not a professional, but I think that my ideas can help people everywhere to plan the perfect celebration.

Interviewer: Sounds interesting! Can you tell us more about your tips for planning a great party?

Katie: Sure. I have a lot of dos and don’ts when it comes to party planning. I’m happy to share a few.

Interviewer: Great. So, what is your first tip?

Katie: Well, I’d say that time is important. You need at least two weeks to organise a great party. Don’t try to plan a party 24 hours before the big day! You should think about what you want your friends to wear. Things like costumes, masks and headdresses are a great idea to make any party memorable. Don’t forget to tell your guests what they should wear, of course! What else? Oh yes, food! You should have a variety of options for everybody and a cake. You don’t need a big cake because lots of people don’t eat it. But you should have candles. You don’t need a firework display to make a party special, because that’s very expensive, but candles are nice. Oh, and you should send the invitations by email, not by post, so you remember who you invited!

Interviewer: Sounds like good advice. Anything else to add, Katie, before we finish?

Katie: Yes, always give your friends something special to help them remember the party, like a photo or a small gift for them to take home.

Interviewer: Good idea! Thanks Katie. We look forward to reading your blog.

Katie: And my book! It’s got all the best bits from my blog.

Interviewer: Of course!

**Track 9**

**Unit 2, page 14, exercise 3**

(Repeat previous track)

**Track 10**

**Unit 2, page 16, exercise 2**

(Reading)

**The Guide**

**Reykjavik**

There are many things to do and discover in the very cold and snowy city of Reykjavik. There are museums, shops and restaurants where you can try the local dishes with lamb, fish, seafood and *skyr* (a dairy product that tastes like yogurt). In Iceland there is a strong tradition of enjoying good quality, healthy food.

There are many things to see and do outside in Reykjavik such as swim in a natural volcanic spa, like the Blue Lagoon, or take mountain walks. There are also many art, culture and music festivals that take place during the year. One of our favourites is Culture Night. This is when museum and gallery tickets don’t cost anything and there are free public concerts in the centre of the city. People even invite guests

into their homes to eat waffles – it’s a great way to get to know the locals

and their traditions. They may even offer to share their recipes with you!

**New Delhi**

The hot and crowded city of New Delhi will impress and amaze you. Hindi is the most commonly spoken language here, but local people also speak other languages too – including English. Holi and Diwali are two of the most popular festivals that take place here. Diwali is a festival of lights. There are firework displays around the city and

people decorate their houses for Diwali parties with special candles and flowers.

Communities organise parades with colourful floats where people can

watch dancers in costumes and large headdresses perform traditional dances.

The food in Delhi is incredible and there is something for everyone, from vegan dishes and vegetarian street food to spicy curries. Delhi also has a rich history and it has a lot of temples and monuments to see, such as the Red Fort. We promise that you won’t be bored!

**Track 11**

**Unit 3, page 22, exercise 3**

Jamie: What are you reading, Paula?

Paula: It’s an article about teenagers who are involved in projects in their local communities.

Jamie: What kind of projects?

Paula: Projects to make the world a better place. Did you know that there is a teenager in West Africa who studied to become an engineer without going to school or university?

Jamie: What an achievement!

Paula: That’s not all. Then he built a machine from recycled materials to bring electricity to his village. He’s even started his own community radio station. He also wants to start a school there in the future.

Jamie: Wow. That’s incredible! What an inspiring story. What could we do to help our local community?

Paula: Well, one thing we could do is make people aware of the importance of recycling. Supermarkets still use a lot of plastic and I don’t think people around here are very good at recycling.

Jamie: What about creating a campaign? Just like we did about social justice issues last year. We can give people tips about how to recycle properly. We could publish the tips on social media platforms so everybody can share them.

Paula: I think that would be a great start. What about collecting plastic products and making them into something else, too? I read about how one teenager used 70 plastic bags that she found on the streets to make colourful belts and wallets. I think that’s something we could do and it would be fun!

Jamie: Perfect! I’m going to ask our teachers if we can give a presentation at school about it. Or… wait! What about a competition to make things out of plastic? We could offer prize money for the best entry to motivate students.

Paula: What a great idea! Re-creations! In fact, that’s what we can call our campaign!

**Track 12**

**Unit 3, page 22, exercise 4**

(Repeat previous track)

**Track 13**

**Unit 3, page 24, exercise 2**

Presenter: Welcome to *The* *Big Time*, the game show that tests just how much you know about the worlds of film, music and all things celebrity. Our contestants today are Lara and Tom. They will compete to win a range of amazing prizes, but more about those later. Hi guys, are you ready to play?

Lara: Yes!

Tom: We’re ready!

Presenter: Great. OK, first question. How many awards has the famous film *Titanic* won?

Lara: I know!

Presenter: Go ahead, Lara.

Lara: It’s 12... no wait… 14!

Presenter: Oh, that’s the wrong answer. Tom, what do you think?

Tom: It’s 11. The same amount of times that I’ve watched it.

Presenter: Correct! Now, for an extra point Tom, when was the film released?

Tom: It was released in 1997! The same year that I was born!

Presenter: Correct. Tom, you win a year long pass to the Natural History museum.

Tom: Wow! Great! There’s a brilliant exhibition of dinosaurs I want to see there!

Presenter: Next question. Lara, what are *The Golden Raspberry* awards?

Lara: I’m not sure. An awards ceremony where celebrities talk about… their favourite fruit?

Presenter: Wrong answer. Tom?

Tom: It’s an awards ceremony where they decide which are the worst films of the year, and why.

Presenter: Correct! Tom, you win 12 tickets to a cinema of your choice!

Tom: Amazing! That’s a lot of films I can see!

Presenter: Now, this is our final question. Lara, what is the greatest number of Grammy Awards one singer has ever won in one night?

Lara: Oh no! I don’t know! 32?

Presenter: I’m so sorry but that’s not correct, Lara.

Lara: No…!

Presenter: Sorry, we have to pass the question to Tom.

Tom: Is it 27?

Presenter: Correct again Tom! You have won a brand-new mountain bike worth £1,000!

Tom: Woah!

Presenter: And that’s all we have time for today, folks. I’ll see you again in two weeks time because this time next week I’ll be on holiday, lying on a sandy beach in …(fades out)

**Track 14**

**Unit 3, page 24, exercise 3**

(Repeat previous track)

**Track 15**

**Unit 3, page 26, exercise 2**

(Reading)

**How to develop your talent**

Everybody has something that they are good at. Sometimes, however, it can be difficult to really believe in yourself and take your talent or ambition to the next level. This week, our experts give tips on how to develop your talents based on their experiences and real-life stories.

I started gymnastics when I was five. I’ve won gold and silver medals in national competitions, but I want to set world records too and I believe I will. In fact, I visualise myself doing this every day when I train. I became an ambassador for sport last year.

This means that I can now use my fame to help people affected by poverty and natural disasters. None of this would be possible without self-belief and visualisation. And the support of my family, of course!

**Trish, gymnast**

I have always been interested in fashion design. However, it wasn’t easy to develop my talent and become a successful designer. I had to stay focused on my dream. Many people think that originality and creativity are the most important things in my industry. These things are important, but I think the key is to set clear goals for yourself and celebrate your achievements. Sometimes being aware of what you are doing well is just as important as working on what you want to develop.

**Louis, fashion designer**

I think that surrounding yourself with people who inspire you is really important. I don’t mean that you need to spend a lot of time with celebrities. Successful people who are ambitious but also humble are the most inspirational, in my opinion. Somebody like my uncle, for example, who is a successful painter. He always said that I was destined for success. He also told me that with hard work and determination, anything is possible. That and believing in yourself. He’s right. I wrote and released my first album last year, and I was nominated for an award last week!

**Meg, Singer**

**Track 16**

**Unit 4, page 30, exercise 3**

Mum: Hi kids. How was your school trip today?

Terry: Really interesting, Mum. I can’t believe we went to a film set. An actual film set! We got to see the cast and crew working on a film. And guess what?

Mum: What?

Jane: Now we all want to work in the film industry! I want to be a make-up artist. I watched the make-up artists work today and it was fascinating. It was definitely my favourite part of the trip. Although days on a film set are very long. I was really tired at the end of the trip!

Mum: I’m not surprised, Jane. Their days *are* long. And what about you, Terry? Do you still want to be a stuntman?

Terry: No, I’ve decided that I don’t want to be a stuntman. Did you know that lots of films don’t even use specialist stuntmen anymore? So, I’ve decided that I’m going to be a director one day. My favourite part of the trip today was watching the director give advice to the actors. I was really sad when they said that it was time to leave!

Mum: Well, I have to say that I’m glad you don’t want to perform stunts. It’s quite dangerous. What about you Ricky? Do you still want to be an actor?

Ricky: Hmm. I’m not sure anymore. I thought that I was destined for fame in front of the cameras but now I’m not sure. My favourite part of today was lunch!

Mum: Well, I guess the world of film isn’t for everyone.

Ricky: Oh, I still want to work on films, but I think that I want to be a screenplay writer.

Mum: Really?

Ricky: It would be the perfect thing for somebody like me. I don’t want to spend all day in one place. I was so bored by the end of the trip today!

**Track 17**

**Unit 4, page 30, exercise 4**

(Repeat previous track)

**Track 18**

**Unit 4, page 32, exercise 3**

Teacher: OK, class. Today, instead of our usual English class, screenplay writer and acting coach Daisy Williams is going to talk to you. Remember that next week, you will shoot a fifteen-minute short film that will be shown at the end of term. So, pay attention!

Daisy: Hi guys, I’m Daisy. I’m here today to tell you how to write an effective script. My first tip is easy. Get started today! A lot of people don’t feel confident enough to write a script. But in fact, the hardest part is getting started. My advice is to find a quiet place where you feel creative and start writing. Next, my second tip. Create interesting scenes that keep the audience’s attention. Don’t include boring scenes that make your audience fall asleep. Think about what emotions your main characters will experience, like being angry, frightened, happy or sad and create a story around this. Any questions so far? Yes, what’s your name?

Jim: Jim. My problem isn’t finding time to write. It’s just that I don’t have any ideas! How can I find things to write about?

Daisy: Great question, Jim. I always carry a notebook with me everywhere I go to collect ideas.

Elena: I have a question! I’m Elena. I love writing and I have a lot of ideas for interesting characters and stories, but I don’t want to show my stories to other people. I don’t think that people want to read a script written by a teenager. What advice can you give me?

Daisy: My first piece of advice is simple: believe in yourself. I think that everyone has great ideas and I’m sure you do too. In fact, I have read some really good scripts written by teenagers that tell stories about teen lives in a way that adults can’t. Start by showing your stories to a good friend to build your confidence and join a writing group.

**Track 19**

**Unit 4, page 32, exercise 4**

(Repeat previous track)

**Track 20**

**Unit 4, page 34, exercise 2**

(Reading)

**Reel Guides: Bringing the magic alive**

Have you ever wanted to visit the magical places where your favourite films are set? This week, we visit three of the most popular film locations in the world. If you visit these beautiful destinations, you’re sure to feel like you’re actually in the film!

**Antarctica**

Used as the setting for animated films like *Happy Feet* and documentaries like *Arctic Tale*, the icy, white landscape of Antarctica is a truly magical place. Films set in Antarctica often show characters as they face danger or go on a journey of self-discovery. Audiences love to watch as the protagonist fights against the harsh conditions of nature to overcome the odds or confront and defeat a villain in the sub-zero temperatures. Shooting films here, however, isn’t easy. The extreme cold can damage cameras and make filming difficult. Light is also an issue for film crews as four to six months of the year are spent in total darkness.

**The Great Barrier Reef, Australia**

This destination is famous for its huge variety of fish and sea creatures. It is made up of billions of tiny organisms and, in fact, it is so big that it can be seen from space! Used as inspiration for the big hit *Finding Nemo*, this is a place where you can see a lot of different animals such as clown fish and sea turtles, or as we like to think of them, our favourite film characters in real life! You need permission from local authorities to make films here, however, as the reef is protected.

**Paris, France**

If you liked the Pixar film *Ratatouille* and you enjoy good food, then this is the place for you. Visit the famous restaurant, *La Tour d’Argent* (one of the most expensive restaurants in Paris) where the film was set or spend time exploring the famous

landmarks that appeared in the film, such as the Eiffel Tower. Super-fans can also visit the Disneyland Paris attraction, which opened in 2014. Here, 4D special effects are used to make you appear the same size as Remy the Rat, the protagonist, as you experience the sights and smells of Gusteau’s restaurant while listening to the unforgettable soundtrack from the film.

**Track 21**

**Unit 5, page 40, exercise 3**

**Conversation 1**

Ingrid: Oh, what horrible weather. This sort of weather always makes me sad and tired.

Isla: Really? I’m the complete opposite. I love cold weather; I think snowstorms are the best! When it is cold and frosty, I just want to stay inside, sit by the fire with a cup of hot chocolate and watch through the window.

Ingrid: We are definitely different. I prefer sunshine and even showers to this snowy weather we have today. It was so difficult to get to school this morning!

**Conversation 2**

Sarah: Hey, Mike! What happened to you?

Mike: Urgh. It’s a bit of a funny story. I was watching the football on my phone and I didn’t look where I was going.

Sarah: I don’t like the sound of this…

Mike: I was walking and I didn’t see the frost on the road. There was a patch of ice and I slipped, broke my arm and bruised my knee badly.

Sarah: Oh no!

Mike: I suppose it wasn’t very clever of me. I should have looked where I was going.

Sarah: True. So, how long do you have to wear the cast for?

Mike: About six weeks, so no playing football for me for a while!

**Conversation 3**

Maya: Urgh, what a terrible day.

Logan: What happened Maya?

Maya: I got the bus into the mountains in the morning. I wanted to go for a hike, you see. The forecast said that it would be hot and sunny all day, so I didn’t take my umbrella. The second I got there, the weather became blustery and then it started to rain really heavily.

Logan: Oh no! What did you do?

Maya: Well, I had to hide under the nearest tree. The thing is, the rain didn’t stop so I had to just wait there until the bus came back, two hours later!

**Track 22**

**Unit 5, page 40, exercise 4**

(Repeat previous track)

**Track 23**

**Unit 5, page 42, exercise 1**

Presenter: Welcome back, folks. Today, we are talking about extreme weather events and how you can help a community affected by one of these events. Ken, can you start by telling us what causes extreme weather events?

Ken: Yes, of course. Extreme weather is always caused by interactions between heat, air and water. There are many different types of extreme weather, such as tornadoes, heat waves and snowstorms. These events can be very dangerous for people living in the affected areas and they can also cause a lot of damage to buildings. This is exactly what happened in our town and that’s what brought us here today.

Presenter: Can you tell us a little more about what happened?

Ken: Well, last month, we experienced a severe hurricane that brought heavy rain, thunder and lightning.

Presenter: I see.

Ken: It caused a lot of flooding and damage to buildings. Some people lost their homes and all of their possessions. Luckily though, nobody was hurt.

Sophia: And that brings us to why we are here. We’re holding a charity drive in the town hall on Saturday. It starts at 2pm and finishes at 9pm. We’re collecting things for the families that lost everything. Instead of giving money, people can donate clothes for adults and children, or blankets and pillows. These can be new or second-hand items, but we ask that they are clean and in good condition.

Ken: Can I also add that we will have entertainment and food, too? There’ll be interviews with the local heroes who helped so many people that day, and the school choir are also going to perform at 8 o’clock.

Presenter: That sounds great. Anything else to add?

Ken: Yes. Remember that by giving these things to people who need them, you are also helping the environment by recycling your own unwanted items.

Presenter: Great point! Thanks for coming in, Sophia and Ken. That’s all we have time for today…

**Track 24**

**Unit 5, page 42, exercise 2**

(Repeat previous track)

**Track 25**

**Unit 5, page 44, exercise 3**

(Reading)

**A precious resource**

**1 Our most important resource**

We drink it, we wash with it and we use it to do many important things like making clothing. Without it, no life on Earth could survive. Water is one of the most important resources we have. So why are we treating it so badly?

**2 Damage and devastation**

Population growth and industrial development over the last century have resulted in an

increasing need for more water. This has also meant, however, that water sources have become polluted and fresh water is not as easy to find as it was in the past. In addition, scientists have found that global warming is having a serious effect on natural rivers and lakes, resulting in a lack of water for human consumption, irrigation and power. The effects of climate change caused by pollution have also made droughts and floods more common in certain countries around the world. New farming methods and the growing demand for food like avocados (320 litres of water are required to grow one avocado!) mean that more and more water is being used unsustainably.

**3 Water and migration**

Another big problem is displacement, which is the movement of people, due to lack of water. As land becomes dry, people have to move to more habitable cities, countries or farmland. There is growing evidence of this movement, especially in places with warmer temperatures. A report from the United Nations shows that a third of the total population on the planet are the victims of this phenomenon. Mass movement of people can cause problems for local infrastructures, as well as security and peace issues when the movement is to another country.

**4 How can we help?**

Scientists are working to solve these problems and even conducting experiments to

generate more rain as a possible solution. In 2017, scientists at the University of Illinois

discovered a new way to make water, using cheap, common materials to start the process of oxygen reduction, an essential step in the process of making water. We can also help by making small changes to our daily routines. Taking shorter showers, turning off taps and reusing cooking water to water plants can all help to protect and save this incredibly important resource.

**Track 26**

**Unit 6, page 48, exercise 1**

**News report 1**

Good evening and welcome to the 6 o’clock news. I’m your host Kate Greene.

Secondary students were surprised this Monday morning when they got to school and found something was missing. The school mascot, a horse called Poppy, had escaped during the weekend. The students immediately told their teachers and organised a search party. Students, teachers and police spent two days searching for Poppy before she was eventually found in a nearby park. It took another two hours to catch Poppy, as she appeared to like her newfound freedom. Luckily, students eventually caught her, and she is now safely back in the school stables. Teachers still do not know how Poppy managed to escape.

**News report 2**

A hurricane hit islands in the Caribbean around 11 o’clock yesterday morning. Reports say that the hurricane caused heavy rain and flooding. In some areas, the water levels were so high that local schools were closed, and the students were sent home to safety. Many buildings have been damaged, but nobody was injured. This is the third hurricane to hit the area in the last five months.

**News report 3**

A teenager from Ireland has won 50,000 pounds in an international Science Fair competition. Robert, 15, invented a way to remove tiny bits of plastic from water. Experts say that this will be very useful in helping to decrease pollution in lakes, rivers and seas. Thousands of students between the ages of 13 and 18 entered the competition this year, but experts say that Robert’s invention was by far the best that they saw. As well as the prize money, Robert was able to take part in an apprenticeship in a professional laboratory of his choice.

**Track 27**

**Unit 6, page 48, exercise 2**

(Repeat previous track)

**Track 28**

**Unit 6, page 50, exercise 1**

**Advert 1**

Do you dream of going on a relaxing, stress-free holiday? Are you tired of living in a busy, crowded city? Enjoy mouth-watering meals in our award-winning restaurants and unforgettable views from our isolated beaches as you spend quality time with your loved ones. Here at *Sea Resorts,* we offer stays in luxury hotels for you and the whole family from as little as three hundred pounds per person. We can also organise day trips to nearby islands. Call now to book your dream holiday.

**Advert 2**  
Tired of seeing the same things every day? Is it time for a change? Our pieces could be just the thing you need to brighten up your house. Here at *Smiths*, we are proud to present our range of sofas, all at the very low price of five hundred and fifty pounds. Using state-of-the-art fabrics, we have designed modern yet comfortable sofas and chairs for your living room that you and your family will love. You can find us online and even watch our videos to see the pieces that we have in our store before you come to visit us. We look forward to seeing you soon!

**Advert 3**  
Do your children spend too much time watching television? Are you concerned about the amount of time they spend searching the Internet on their laptops, or checking their social media accounts? Then we have the solution for you. The *eBook* is affordable, interesting and educational. It only costs nine ninety-nine a month or a hundred pounds a year and you can download over a hundred books, dictionaries and encyclopaedias every month. Your children will be able to find all the entertainment and information they need to complete their homework, without having to go online.

**Track 29**

**Unit 6, page 50, exercise 2**

(Repeat previous track)

**Track 30**

**Unit 6, page 52, exercise 2**

(Reading)

**What do you do?**

Investigative journalist Megan Kane has worked for fifteen years in the industry and

written many front-page and feature articles. Today, she answers your questions.

**How is your job different from other types of journalism?**

Well, it’s my job to discover secrets and reveal the unknown. Sometimes that

means asking difficult questions and writing about things that people don’t want you

to write about. Some governments or organisations don’t like it when stories are printed about them or their actions. It can also be difficult to get people to talk to you, or to admit when they are doing something wrong.

**Is it dangerous?**

Sometimes. I have been in dangerous places like war zones and natural disaster sites. It

can also be dangerous for people who you interview or people who give you information. These people are known as ‘sources’. That’s why you usually keep the source of your information a secret and don’t publish their names in your article.

**How has journalism changed over the years?**

Sales of printed newspapers have fallen as more people read or watch the news online. The worrying thing is that not all of the news found online is factual. I believe you should always have evidence to support your story before you publish the article, but not everyone agrees. You shouldn’t believe everything you read on social media platforms. People should also be aware of the fact that there is a lot of fake news, and a lot of stories that go viral are false. So, journalism has changed a lot.

**How do I become an investigative journalist?**

Well, the first step is to get a degree in journalism or something similar. You should also try to get experience as soon as possible and start building a portfolio. This could be something like getting experience working for your school magazine or website, or doing an internship at a local newspaper. Generally, people begin working in smaller organisations and then move to bigger ones like national newspapers and TV.

**What is your typical day like?**

This is certainly not a nine-to-five job. Some days are very long and sometimes I miss

special occasions like family parties or weddings. It can be hard and challenging but it is

also very rewarding.

**Track 31**

**Unit 7, page 58, exercise 3**

Presenter: Welcome back to another episode of *Your Stories*. I’m Rick, your host. Today, our topic is life events. Our first caller is Tina. Tina, tell us about one of your important life events.

Tina: Oh well, I’ve had quite a few. I’ve already lived a long life, you see.

Presenter: How old are you, Tina?

Tina: I’m 80 years old this year, Rick! But I’ll never forget getting my degree in 1998. It was the best day of my life. People in my family didn’t go to university after secondary school, you see. They went straight to work and then they retired. So, I went to university after my children were adults and I studied to be a lawyer. It was the best thing I’ve ever done. Actually, wait. I think passing my driving test was just as exciting. I actually cried when I passed that in 2001. I had failed it twice before. It felt like a miracle!

Presenter: I don’t think you are the only one who felt like that, I failed it four times before I passed! Thanks, Tina! Next, we have Frank. Hi Frank.

Frank: Hi there! I wanted to tell you about the time I got my first job in 2008. My girlfriend and I went on a cruise just before I started my new job. Unfortunately, I got the dates wrong and I ended up being a week late for my first day!

Presenter: Oh dear! What happened?

Frank: Well, when I explained, my boss understood. I was really lucky. I’ve been working here for years now. In fact, in 2018, I started to manage my own team and now we work on some of the biggest projects in our office.

Presenter: That’s great! Thanks guys. That’s all that we have time for today…

**Track 32**

**Unit 7, page 58, exercise 4**

(Repeat previous track)

**Track 33**

**Unit 7, page 60, exercise 3**

Fay: Hi Ross. Urgh, what a week.

Ross: Hi Fay. What’s wrong?

Fay: Oh, it’s just been one of those weeks when everything seems to go wrong, you know?

Ross: Why don’t you tell me about it. Maybe I can help?

Fay: Well, I cycled my new bike to school yesterday morning and the chain broke on the way.

Ross: Oh no!

Fay: I know… *and* it was raining. I was late for school and the teacher was really angry. To make things worse, my friends went swimming after school but they didn’t invite me. It feels like they keep forgetting about me lately and… I feel quite sad about it.

Ross: You should talk to them. There might be a good reason why they didn’t invite you. Speak to them and tell them how you feel. It’s always better to talk about things like this. As for being late, use the bus next time! It’s a long way to cycle!

Fay: You’re right. Oh, Hi Noemi! Wow, I love your hair!

Noemi: Hi! Do you? I’ve always wanted to cut it short like this.

Ross: It’s awesome! You’re so brave. I’m proud of you! I’m so frightened of doing anything new, especially with my clothes or hair. That really suits you!

Noemi: Thanks. I just find doing the same thing or looking the same way all of the time really boring. I want to change more things, too. In fact, I’ve found this great drama club on Tuesday evenings. What do you think? Do you guys want to come and try something different with me?

Fay: Sure. I’ll give it a try. What time does it start?

Noemi: At half past six. What do you say, Ross?

Ross: Oh… erm… I’m not sure.

Fay: Come on Ross. Why not?

Ross: Well, I’ve never done anything like that before…

Noemi: You should be more adventurous. You might really like it!

Ross: Well, OK…

**Track 34**

**Unit 7, page 60, exercise 4**

(Repeat previous track)

**Track 35**

**Unit 7, page 62, exercise 2**

(Reading)

**Speak to me!**

**Advice to boost your confidence when you speak in English.**

Confidence is something that many people want but don’t have when they are

speaking a different language. Many people often feel shy or even upset when they

have to speak in front of a group of people in their *own* language. So, when it

comes to doing this in another language, it’s completely natural to feel anxious!

For example, when your teacher asks you to speak in class. So, here are four tips to help you feel confident when you speak English.

**Slow down and pause**

Being nervous causes us to speed up and this can make what we say difficult to

understand. Speaking at a slower pace can have a positive impact on the listener

and make you sound more confident. It also gives you time to think of what you

are going to say next and helps you to avoid mistakes. So, the next time you reply in

English, take a second and gather your thoughts before you speak. Remember,

your classmate is probably feeling nervous too!

**More than words**

Communication is much more than the words you use. Research has shown that

smiling helps people to relax and feel happier. Smiling has a positive impact on

your audience too as it makes you appear more friendly and trustworthy.

Also, make eye contact. Making eye contact with people helps you to

appear self-assured and assertive. So, use this to your advantage. The next time

you speak to somebody, remind yourself to look into their eyes and give them a

smile.

**Errors are important**

Most people worry too much about making mistakes and this can make them

feel embarrassed when they are speaking. Mistakes, however, are a positive thing

and they show that you are learning and making progress. We actually improve

by making mistakes and learning from them – so don’t be afraid of errors! It’s all

simply practice and that is a necessary part of becoming fluent in any language,

or mastering any new skill.

**Think after you speak**

Think about the last time that you spoke in English. What words did you lack?

What new expressions did you learn? Take some time to reflect. Make notes

of the things that you need to practise or don’t feel comfortable with, such as

vocabulary to describe a certain topic. Take specific steps to work on these areas

rather than just worrying about your general level. Soon, you will find that your

confidence and fluency have increased.

So, what are you waiting for? Get out there and start communicating!

**Track 36**

**Unit 8, page 66, exercise 3  
Speaker 1 - Ana**

Our goals change all the time and mine have changed a lot over the years for sure. It’s important to take advantage of opportunities for success, even if they aren’t part of our original plan. In fact, I’m an expert on this topic. I give talks about motivation and overcoming problems. My basic advice is simple: don’t worry about making mistakes, it’s all a part of becoming successful.

**Speaker 2 - Steven**I have changed a lot since I was younger, and so have my goals. I wanted to be a professional footballer, but I injured my knee badly when I was a teenager. So, I decided to be a sports coach instead. I love my job. For me, being successful involves hard work and also having friends and family that support you. I couldn’t have finished my college degree without the help of my mum and dad.

**Speaker 3 - Rachel**My idea of success and goals has changed a lot since I was a teenager. When I was young, I didn’t really know what I wanted to do. Now, I’m very focused. I even have a list on my wall of everything that I want to achieve. I call it my ‘success wall’. Oh, and I love reading books and listening to podcasts about motivation and determination too.

**Speaker 4 - Evan**I think the idea of success is different for each of us. A lot of my friends want to be rich and famous when they grow up, but my goals are pretty simple. I want to feel satisfied and be happy. For me, happiness isn’t having an expensive car or a really important job. I think happiness is about having good friends and a happy and healthy family. I have that, and I don’t think I’ll need anything else.

**Track 37**

**Unit 8, page 66, exercise 4**

(Repeat previous track)

**Track 38**

**Unit 8, page 68, exercise 4**

Penelope: Hi Daniel, hey Kathy.

Daniel & Kathy: Hey Penelope!

Penelope: Can you believe that we have another project for History class?! I have so many exams and assignments that I forget the dates that we have to complete them by! Don’t our teachers know that we have enough to do already?

Daniel: I agree, Penelope. We have way too much to do. Between projects and exams, it’s impossible to find time. I sat at the kitchen table until 12 o’clock last night trying to finish the Science project. In the end, I couldn’t do it! I was so tired I couldn’t think.

Kathy: Daniel! You’re mad! And you’re both looking at this in the wrong way. It’s all about having a study strategy. You just make a clear plan about what you want to get done and decide what steps you have to complete each day. For example, Daniel what time did you start your project at last night?

Daniel: Err, at ten o ‘clock.

Kathy: See, that’s far too late. You should always plan enough time to get projects and tasks finished. Otherwise you’ll just be stressed, and you won’t do it well. It’s better to work in the afternoon or early evening when you still have energy and feel awake. It’s also a good idea to study in a quiet, peaceful place and not somewhere noisy like your kitchen.

Daniel: I suppose you’re right.

Kathy: Penelope, you should make a list of the dates when you need to have your assignments done by and put it up on the wall in your room. That will also stop you from working on more than one thing at the same time.

Penelope: They’re good ideas, but it’s just so hard to change your habits.

Daniel: It is, but she’s right. I wish I’d spoken to you sooner, Kathy! Thanks for the advice. I’ll give it a go.

**Track 39**

**Unit 8, page 68, exercise 5**

(Repeat previous track)

**Track 40**

**Unit 8, page 70, exercise 2**

(Reading)

**Music and motivation**

Music is a powerful form of art. Through songs, humans communicate their feelings and experiences. In fact, if music didn’t exist, people might not be able to communicate their ideas and emotions so effectively. Here are four reasons why you should listen to more music as you go about your day.

**Music can improve our mood**

Some songs make us feel better and less worried or stressed. They relax the mind, produce a feeling of calm and help you slow down. Studies have shown that if you listen to your favourite music for just five minutes, you will feel noticeably happier. This is because when you listen to something that you like, your brain releases a chemical called dopamine which results in increased feelings of happiness and excitement. It can also help to reduce feelings of sadness.

**Music can help us to achieve our targets**

We can also use music to help us accomplish our goals because it can provide inspiration and give us energy to keep working. Listening to a song you like can motivate you to finish that boring job or help you to focus on your task more effectively. Athletes often use music to increase energy and motivation before a competition. In fact, music is prohibited in lots of sporting competitions as it may give the athlete an unfair advantage!

**Music can reduce tiredness**

Studies have shown that listening to music can lower our levels of mental fatigue and even improve our chances of completing tasks successfully. Results of research carried out at a university in London showed that participants felt that their exercise routines were shorter and more exciting when they listened to Marvin Gaye’s famous song ‘I Heard It Through the Grapevine’. Because music stimulates different areas of the

brain, it makes you feel less tired and more likely to continue your work-out.

**Music can make our memory better**

Experts say that music can be particularly useful for language learners. Numerous studies have shown that people can more easily remember words or phrases that they have learnt through meaningful repetition in music. Listening to music in a different language can help you to improve your pronunciation and memorise new words. It’s also a great way to increase your vocabulary. When we listen and sing, we notice new words and phrases in context and our brain makes connections between this new language and words we already know. Singing your way to fluency is also a fun way to spend an evening!

**Track 41**

**Unit 9, page 76, exercise 3**

Receptionist: Hello, *Sullivan’s Summer Camp*. How can I help you?

Tommy: Oh, hi. My name’s Tommy. I’m interested in your summer camp and I wanted to find out more information. I’m not looking for a traditional summer camp where you do a lot of sports. I’m not very fit, you see. I’d like to spend a month learning a new skill instead.

Receptionist: Sure. Here at Sullivan’swe offer everything from sports to language classes. It’s perfect for people who want to learn something new.

Tommy: Interesting! Could you tell me a little bit more about the sports and activities? As I said, I’m interested in doing something different, but some of my friends would like to come too, and they really like sports.

Receptionist: We offer courses in team sports like rowing, rugby and basketball. All of our courses are taught by specialist coaches. We also offer courses in individual sports like figure skating and archery.

Tommy: Archery? That sounds fun! Do you have other activities?

Receptionist: Yes, we have a long list to choose from. We offer everything from art classes to drama lessons. We even have cookery classes.

Tommy: Oh, that’s something I would like to try. How many people are in each group?

Receptionist: There are usually eight people per group. That’s why you need to book soon. The course starts on the 5th of July and it’s already filling up.

Tommy: OK. Oh, what about equipment? What should I bring?

Receptionist: We provide the equipment, but it is important to bring comfortable shoes and a helmet if you want to go mountain biking.

Tommy: Thanks for the information. I’ll talk to my friends and we can think about it together.

Receptionist: Great. We hope to hear from you soon, Tommy. Goodbye.

Tommy: Bye!

**Track 42**

**Unit 9, page 76, exercise 4**

(Repeat previous track)

**Track 43**

**Unit 9, page 78, exercise 3**

Martin: Hi, Philip. Hi, Susie. Have you read this article in the school newspaper? *13 Skills to Develop Before You’re 30*. It’s really interesting. It’s made me think about what I would like to do when I leave school.

Susie: Really, Martin? It’s probably full of things like how to become famous or how to win the lottery. Things that are not practical at all. I hate articles like that. What about you Philip, did you read it?

Philip: Yes, and it’s actually very practical, Susie. I really liked the tips about learning another language. That’s what I would like to do. If I could, I would like to learn German or maybe Italian. Although I’ve heard that learning German is really difficult.

Martin: I liked the bit about learning a musical instrument. If I had time, I’d like to learn how to play the violin or the guitar. My sister plays the guitar really well. She writes the most amazing short stories and poems, too. She’s so creative.

Susie: Hmm, all of my friends have cool talents or skills. My best friend is a figure skater. In fact, she competes at a professional level. I can’t do anything cool or interesting.

Philip: But Susie, that’s why you should read this article! What skill would you like to develop?

Susie: Well, it might sound boring, but I’d love to learn how to cook. I mean, I can make basic things, but I don’t know how to cook really well. I’d love to learn how to make dishes from other countries too, like India or Japan.

Martin: This article talks about that. It even has details about a Japanese cookery class in our town! Look, it says that it’s every Tuesday at six!

Susie: Really? Maybe I should read it after all!

**Track 44**

**Unit 9, page 78, exercise 4**

(Repeat previous track)

**Track 45**

**Unit 9, page 80, exercise 2**

(Reading)

**Unique talents**

Do you have a unique talent or a skill that really impresses people? Are you the person who keeps people entertained at parties? If so, then you might be interested in one of the following competitions.

**Competition A**

The art of fruit carving is ancient. It originated in China, and usually featured mythological creatures. It is still a very popular way of telling stories today. Fruit carving involves using sharp knives to make amazing sculptures from fruit and vegetables like pineapples or pumpkins. Fruit has never been so interesting! Entry to the competition is open to all and there are no rules, only that you should let your

imagination run free. So, if you are a talented artist and like making beautiful shapes from everyday items, then this could be the competition for you!

**Competition B**

It’s true that buying musical instruments can be expensive. So, why not make your own? In this competition, you are asked to make instruments from household items. It doesn’t sound easy, but the reality is that if you look hard enough, you will be able to find music everywhere. You could make a set of drums from discarded tin cans, or a guitar from a cereal box and some string. These are just some of the instruments made by past winners. Anybody can enter. The key is to be creative.

**Competition C**

If you think big is beautiful, then think again! Micro art involves drawing images on very small (or microscopic!) surfaces. The surface can be even smaller than a fingernail! The images are tiny and require a lot of concentration. If you are a patient person with a strong eye for detail, then you should enter this competition.

**Competition D**

In this competition, amateur chefs really put their skills to the test. Contestants have exactly five minutes to create a delicious dish. This is even harder than it sounds because the food has to be both prepared and cooked in the time limit. Last year’s winner made a vegetarian burger with vegetable chips in three minutes and fifty seconds!

**Competition E**

This competition takes place in cities all over the world and involves turning buildings into works of art. Images can be painted in black and white or 4D. The only rule is that you must paint in permitted areas. When you sign up for the competition, you are given a list of these areas. If you’re not an artist, then why not be a spectator? Take a walk through the city and check out these incredible designs.

**Tracks 46 onwards are the wordlists from the SB with only the page references changed. They’re here in full for reference.**

**Track 46 (from SB Track 2.45)**

**Wordlist, page 98, unit 1, Style**

bohemian

boho

baggy

casual

chic

classic

edgy

exotic

fashionable

flannel

graphic

handcrafted

loose

plain

stripy

stylish

tie-dye

tight

trendy

well-tailored

**Track 47 (from SB Track 2.46)**

**Wordlist, page 98, unit 1, Clothing**

beanie

headband

high heel shoes

jeans

shirt

skinny jeans

streetwear

T-shirt

**Track 48 (from SB Track 2.47)**

**Wordlist, page 98, unit 1, Identity**

anti-authoritarian

hippies

hipsters

mainstream

materialism

mods

punks

rockers

spirituality

**Track 49 (from SB Track 2.48)**

**Wordlist, page 98, unit 2, Celebrations**

confetti

costume

decorations

float

headdress

juggler

marching band

mask

parade

spectators

stilts

**Track 50 (from SB Track 2.49)**

**Wordlist, page 98, unit 2, Stereotypes**

**Australia**

bronzed

crocodile

shark

snake

spider

surfer

**England**

afternoon tea

polite

terrible food

**Ireland**

friendly

innovation

Saint Patrick’s Day

stuck in the past

talker

technology

traditional

**Scotland**

bagpipes

generous

kilt

stingy

**Generation Z**

attention span

multi-tasker

pragmatic

problem solver

selfie

social media

superficial

the year 2000

**Track 51 (from SB Track 2.50)**

**Wordlist, page 99, unit 3, Adjective and preposition pairs One**

affected by

aware of

destined for

good at

influenced by

interested in

involved in

**Track 52 (from SB Track 2.51)**

**Wordlist, page 99, unit 3, Activism**

activist

Ambassador

campaign

education

equality

fair-trade

gender

health

inspire

issues

natural disasters

poverty

social

the UN

women’s rights

**Track 53 (from SB Track 2.52)**

**Wordlist, page 99, unit 3, Success**

attention

award

charisma

creativity

determination

distinctive

luck

originality

physical appearance

powerful

talented

**Track 54 (from SB Track 2.53)**

**Wordlist, page 99, unit 4, Film making**

actor

cast

costume

crew

genre

make-up

plot

prop

screenplay

script

sound

soundtrack

special effects

stunt

**Track 55 (from SB Track 2.54)**

**Wordlist, page 99, unit 4, Phrasal verbs**

dress up

let down

pick up

throw away

walk out

**Track 56 (from SB Track 2.55**

**Wordlist, page 99, unit 4, Plots**

breaking social barriers

coming of age

conflict

enemy

escape

facing nature

fall in love

fictional

good against evil

hero

journey

love story

mythical

overcoming the odds

revenge

science-fiction

villain

war

**Track 57 (from SB Track 2.56)**

**Wordlist, page 99, unit 4, Animation**

by hand

CGI

create

draw

edit

fibreglass

film

pattern

photograph

pictures

plastic

shade

shot

stop-motion

technique

texture

wood

**Track 58 (from SB Track 2.57)**

**Wordlist, page 100, unit 5, Weather**

blustery

downpour

drizzle

frost

gloomy

grey

hail

lightning

overcast

shower

sleet

snowstorm

sunshine

thunder

wet

**Track 59 (from SB Track 2.58)**

**Wordlist, page 100, unit 5, Extreme weather**

damage

danger

hit

hurricane

NGO

sleet

strong winds

tornado

tsunami

victims

**Track 60 (from SB Track 2.59)**

**Wordlist, page 100, unit 5, Global warming**

atmosphere

ban

carbon dioxide

climate change

coal

deforestation

drought

energy-efficient

flood

forest

fuels

glacier

greenhouse gas

heatwave

melt

melting ice

natural disaster

natural gas

petrol

polar ice cap

renewable energy

sea level

storm

wildfire

**Track 61 (from SB Track 2.60)**

**Wordlist, page 100, unit 6, Newspapers**

advert

advertised

article

by-line

capital letters

caption

editor

eye-catching

featured article

front-page article

headline

interview

journalist

lower case

online

photographer

piece of news

printed

story

the news

**Track 62 (from SB Track 2.61)**

**Wordlist, page 100, unit 6, Advanced adjectives**

action-packed

affordable

charming

contemporary

crowded

crunchy

deserted

disgusting

fluffy

genuine

gorgeous

handmade

luxury

moisturising

mouth-watering

sandy

spacious

state-of-the-art

tiny

unforgettable

unmissable

**Track 63 (from SB Track 2.62)**

**Wordlist, page 100, unit 6, Journalism**

analysis

audience

broadcast

broadcaster

citizen journalist

fake news

gossip

newsreader

online newspaper

photograph

printed newspaper

printing press

report

social media

TV news

user-generated content

viewer

viral

**Track 64 (from SB Track 2.63)**

**Wordlist, page 101, unit 7, Career steps**

get a degree

get a job

go to university

manage a team

pass your driving test

retire

start school

**Track 65 (from SB Track 2.64)**

**Wordlist, page 101, unit 7, Adjective and preposition pairs Two**

bad at

good at

OK at

disappointed about

pleased about

depend on

insist on

rely on

excited about

upset about

worried about

friendly to

nice to

rude to

frightened of

proud of

scared of

**Track 66 (from SB Track 2.65)**

**Wordlist, page 101, unit 7, Giving advice**

I suggest…

I think you should…

Why don’t you…?

Why not…?

You could try…

**Track 67 (from SB Track 2.66)**

**Wordlist, page 101, unit 8, Goals**

achieve

determination

encourage

motivate

opportunity

overcome

purpose

struggle

success

support

**Track 68 (from SB Track 2.67)**

**Wordlist, page 101, unit 8, Personal development**

challenge

confidence

drive

focus

inspiration

progress

risk

skills

strategy

target

**Track 69 (from SB Track 2.68)**

**Wordlist, page 101, unit 8, Mindfulness**

anger

anxiety

attention

breath

breathing

calm

comfort

depression

disgust

excitement

fear

gratitude

happiness

love

meditate

sadness

shame

spiritual

stress

wander

**Track 70 (from SB Track 2.69)**

**Wordlist, page 101, unit 9, Sports and equipment**

**Sports**

archery

figure skating

kitesurfing

martial arts

mountain biking

paragliding

rowing

sailing

windsurfing

**Equipment**

arrow

bow

crew

helmet

knee pads

lifejacket

oar

padded gloves

sail

target

wetsuit

**Track 71 (from SB Track 2.70)**

**Wordlist, page 101, unit 9, Adverbs of manner**

angrily

dangerously

fast

hard

loudly

nervously

noisily

politely

quickly

quietly

safely

slowly

well

**Track 72 (from SB Track 2.71)**

**Wordlist, page 101, unit 9, Guinness World Records**

achievements

bestseller

biggest

break a record

driest

fastest

first edition

franchise

furthest

heaviest

highest

longest

participation

range

record

reference

smallest

spin-off

topic